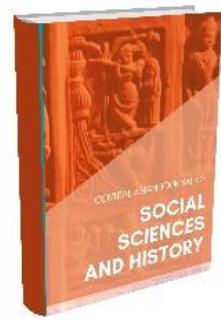




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Improving the Physical Education of Children of the Older Group in Gaming Activities Through Outdoor Games

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Abstract:

This work is devoted to the most important part of the preparation of preschoolers - the development of motor abilities necessary for comprehensive physical development and health promotion. Physical education in preschool educational institutions plays an important role. The use of a variety of physical exercises and games, in the daily routine of a preschooler, contributes to the mental, moral, aesthetic development of the child's personality, his creative imagination.

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Psychological and pedagogical conditions for the formation of the foundations of physical culture in the process of interaction between a preschool educational organization and a family. For the successful organization of work on the formation of the foundations of physical culture in the process of interaction between the preschool educational institution and the family, the following psychological and pedagogical conditions must be observed:

1. Increasing the interest of parents in the formation of the foundations of physical culture.
2. Increasing the competence of teachers in the field of interaction with the families of pupils.
3. Replenishment of the developing subject-spatial environment for the formation of physical culture of preschool children. We consider it necessary to consider each psychological and pedagogical condition in more detail.

The first psychological and pedagogical condition is an increase in the interest of parents in the formation of the foundations of physical culture. The upbringing of children is inextricably linked with the pedagogical education of parents, increasing their interest in the educational process in preschool educational institutions on the formation of the foundations of physical culture. It is the parents who lay the foundations of the child's character, form the features of his relationship with the people around him. Each family in its own way determines the process of education for itself, but each, due to different circumstances and to varying degrees, needs qualified pedagogical assistance.

Forms of work with parents can be conditionally divided into four groups:

- information and analytical ,
- educational ,
- visually - informational ,
- leisure .

Let's characterize each group. The main task of information-analytical forms of organizing communication with parents is the collection, processing and use of data about the family of each pupil, the general cultural level of his parents, whether they have the necessary pedagogical knowledge, family attitudes towards the child, requests, interests, needs of parents in psychological and pedagogical information. Only on an analytical basis is it possible to implement an individual, student-centered approach to a child in a preschool educational organization, increase the effectiveness of educational work with children and build competent communication with their parents.

Cognitive forms are the enrichment of parents with knowledge in matters of the conditions for the formation of the foundations of physical culture of preschool children . The joint work of preschool specialists (teacher - psychologist, physical education instructor, educators, hygiene education instructor) in the implementation of the educational program provides pedagogical support for the family at all stages of preschool childhood, makes parents really equally responsible participants in the educational process. The main role continues to belong to such collective forms of communication as meetings, group consultations, etc. These forms have been used before. Today, however, the principles on the basis of which communication between teachers and parents is built have changed.

These include communication based on dialogue, openness, sincerity in communication, refusal to criticize and evaluate a communication partner. Therefore, these forms are considered by us as non-traditional.

Visual and informational forms of organizing communication between teachers and parents solve the problem of familiarizing parents with the conditions, content and methods of raising children in a preschool environment, allow them to more correctly assess the activities of teachers, revise the methods and techniques of home education, and more objectively see the activities of the educator.

Leisure forms of organizing communication are designed to establish warm informal relationships between teachers and parents, as well as more trusting relationships between parents and children. An important way to implement cooperation between teachers and parents is to organize their joint activities, in which parents are not passive observers of the pedagogical process, but its active participants, i.e. inclusion of parents in the activities of preschool. Only under the condition of implementing the continuity of physical culture and health-improving work in the preschool educational institution and the family, the purposeful activity of parents and teachers, can a positive

dynamics of indicators characterizing the health of children be ensured. The content side of the traditions of physical development in the family is determined by its various forms.

The following forms of work are widely used to achieve positive results in preschool education:

- questioning parents in order to identify knowledge and skills in raising a healthy child;
- consultations;
- participation of parents in the preparation and holding of sports holidays, leisure activities;
- open days with the organization of various activities in the gym;
- general and group parent meetings;
- business games and psychological trainings with analysis of problematic situations;
- educational activities in physical culture with the participation of parents;
- design of photomontages;
- joint creation of a developing object-spatial environment;
- work with the parent council of the preschool educational institution;
- conversations with children and parents;
- organization of health days.

It is also necessary to introduce innovative methods of working with parents. Online communication with parents through the website.

Purpose: to acquaint parents with a preschool institution, its charter, development program and a team of teachers;

show (in fragments) all activities for the development of the personality of each child;

pedagogical education of parents at their request.

To date, the use of information and communication technologies in working with parents is becoming increasingly popular: personal blogs of teachers, blogs of groups, own websites of preschool organizations. Communication through blogs and websites allows parents to take an active part in the life of the preschool. Making a chronicle, the purpose of which is to acquaint parents with the successes and achievements of their child over the past day (week) in the group. This form is for informational purposes only. Throughout the day or week, the teacher observes and records the most interesting events that happened to the children in the group. This may be an interesting word uttered by a child, and an act committed by him, and much more - everything new that he comprehended or showed. The teacher draws up an album - a chronicle, keeps records in it and in the evening puts it in the parent's corner, most often on the table.

Debating swing. Purpose: consideration of the problem from different angles (positions); selection of the optimal solution. The essence of this form of work with parents is to imitate a swinging swing. Partners are two groups of parents, located opposite each other. Discussion of the problem in the form of a discussion swing provides for the group to alternately take on both opposing positions - "for" and "against". At the beginning of work, each group receives an installation for a certain position. After a

question for discussion is proposed, the participants take turns speaking on the proposed issue, - the "swing" begins to move. At the first stage of the work, the groups work through the materials provided at their disposal that support one or another point of view, then state them and try to convince each other of the justice of their position. At the second stage, the task of each group is reversed (by analogy with a swing that moves in the opposite direction). Each group is now defending the point of view of recent opponents. The educator makes sure that the groups do not repeat themselves in their argumentation, but find new aspects, shades, nuances, arguments that develop the defended position. A deliberate change of position performs a very important function - it contributes to the development of flexibility in a dispute, the ability to look at the situation through the eyes of an opponent, to weigh all the pros and cons before a decision is made. Finally, in the third stage, both groups look for an agreed position by combining all available information. Encouraging, correcting, guiding, reinforcing the statements of the parents, the educator supports the course of the discussion "swing" until it seems to him that the strength of the parents has been exhausted. He stops the "swing": you can't swing for a long time - your head will spin!", sums up the discussion. Based on the foregoing, we single out the following principles for organizing effective interaction between the family and the preschool.

1. Since the most problematic area for educators is the organizational issues related to the inclusion of parents in the life of the preschool educational institution (in particular, in the field of forming the foundations of physical culture), activities are needed to encourage parents to get involved in the life of the preschool educational institution. Since parents are interested, first of all, in the development of their children, it is preferable to encourage them to take part in the life of the preschool educational institution through the realization of the importance of this for the development of their children. Parents should be aware of the specific positive consequences for the child of their inclusion in the life of the preschool.
2. One of the reasons for the difficulties in interaction is the lower assessment of the importance of the family in the upbringing of children by the employees of the preschool educational institution than the assessment by the family of its own importance. This can lead to parents feeling that the ECE facility is not needed. Therefore, it is necessary for educators to realize and understand the role of the family in the upbringing and education of the child, including those areas of education that have traditionally been considered the prerogative of public education, for example, preparation for school, as well as the role of interaction between the preschool educational institution and the family on all issues of child development.
3. In order to increase the efficiency and productivity of interaction, it is advisable to develop specific programs of work with parents and the teaching staff. To develop such programs, it is necessary to conduct research aimed at finding out what forms of organizing consultations for parents would be most effective, in what forms it is possible to more actively involve parents in the process of forming children's physical culture. The second psychological and pedagogical condition is to increase the competence of teachers in the field of interaction with the families of pupils.

The professional competence of a teacher is characterized as the general ability of a teacher to mobilize his knowledge and skills. A consistently high level of professional competence can be achieved through continuing education.

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